

Social Studies 30

Diploma Examination Results ✓

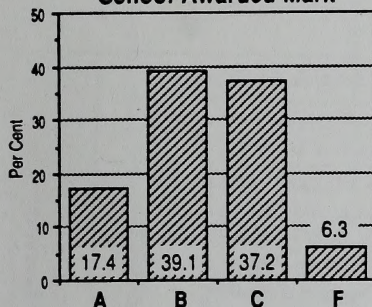
Examiners' Report

January 1992

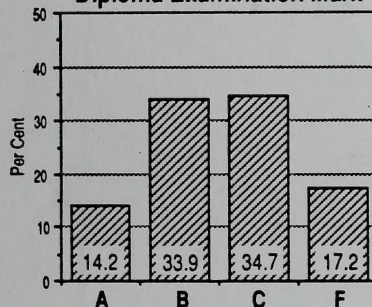
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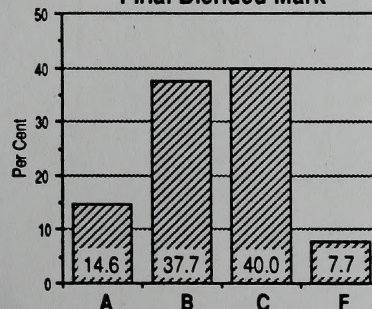
School-Awarded Mark



Diploma Examination Mark



Final Blended Mark



The summary information in this report provides teachers, school administrators, students, and the general public with an overview of results from the January 1992 administration of the Social Studies 30 Diploma Examination. The information is most helpful when used in conjunction with the detailed school and jurisdiction reports that have been mailed to schools and school jurisdiction offices. An annual provincial report containing a detailed analysis of the combined January, June, and August results will be available next fall.

Description of the Examination

The Social Studies 30 Diploma Examination consists of two parts: a multiple-choice section worth 70% and a written-response section worth 30% of the total examination mark.

Achievement of Standards

The information reported is based on the final blended marks achieved by 8 696 students who wrote the January 1992 examination.

- 92.3% of these students achieved the acceptable standard (a final blended mark of 50% or higher).
- 14.6% of these students achieved the standard of excellence (a final blended mark of 80% or higher).

Overall, student achievement in Social Studies 30 was satisfactory. Students demonstrated a good grasp of social studies knowledge. They continued to improve in their writing, which required the integration of concepts and their application to social studies issues.

Provincial Averages

- The average school-awarded mark was 66.7%.
- The average diploma examination mark was 63.4%.
- The average final blended mark, representing an equal weighting of the school-awarded and diploma examination marks, was 65.4%.

Part A: Multiple Choice

Examination Blueprint

Part A: Multiple Choice has a value of 70 marks, one mark for each multiple-choice question. Each question is classified in two ways: according to the curricular content area (topic) being tested and according to the knowledge and skill objectives called forth by the question. The examination blueprint illustrates the distribution of questions in January 1992 according to these classifications.

All questions on the diploma examination require students to demonstrate knowledge of social studies content and to apply social studies skills to that knowledge base. The reporting categories below define the general types of questions that appear on the examination and the categories for which information is reported.

		Question Classification by Topic		Total Questions
		Topic A: Political and Economic Systems	Topic B: Global Interaction in the 20th Century	
		Knowledge and application of facts, concepts, and generalizations related to the world's political and economic systems as outlined in the <i>Program of Studies</i> .	Knowledge and application of facts, concepts, and generalizations related to the interaction among nations since 1918 as outlined in the <i>Program of Studies</i> .	
Question Classification by Knowledge and Skill Objectives	Comprehension of Information and Ideas These questions require students to demonstrate their knowledge and understanding of generalizations, key concepts, related facts, and social studies content.	1, 2, 8, 13, 16, 19, 21, 25, 26, 27, 28, 35	40, 41, 48, 49, 52, 56, 57, 58, 59, 67, 68, 70	24
	Interpretation and Analysis of Information and Ideas These questions require students to demonstrate their knowledge of social studies content by interpreting and analysing information and ideas.	5, 7, 9, 10, 11, 18, 20, 22, 24, 31, 33	36, 38, 44, 46, 47, 50, 53, 54, 60, 62, 64, 69	23
	Synthesis and Evaluation of Information and Ideas These questions require students to demonstrate and apply their knowledge of social studies content by synthesizing information and ideas and evaluating their accuracy and worth.	3, 4, 6, 12, 14, 15, 17, 23, 29, 30, 32, 34	37, 39, 42, 43, 45, 51, 55, 61, 63, 65, 66	23
	Total Questions	35	35	70

Results

Results are reported in average raw scores. Total Part A: 46.5 out of 70.
Subtest results for Part A:*

• by Topic

- Political and Economic Systems: 23.2 out of 35
- Global Interaction in the 20th Century: 23.3 out of 35

• by Knowledge and Skill Objectives

- Comprehension of Information and Ideas: 14.7 out of 24
- Interpretation and Analysis of Information and Ideas: 15.9 out of 23
- Synthesis and Evaluation of Information and Ideas: 15.9 out of 23

* Readers are cautioned **not** to compare subtest results because the subtests are not of equal difficulty. Readers should compare these provincial subtest results with their own school results.

Question by Question Results

Question	Key	Difficulty*
1	D	58.9
2	A	41.2
3	D	87.6
4	A	60.4
5	C	67.8
6	D	70.8
7	B	65.3
8	D	67.5
9	B	77.3
10	A	84.3
11	C	85.3
12	A	59.0
13	B	41.1
14	D	82.4
15	B	49.4
16	D	51.8
17	B	66.0
18	C	75.4
19	B	71.3
20	D	78.7
21	D	48.1
22	C	50.1
23	C	83.7
24	D	80.0
25	D	79.9
26	B	68.6
27	C	73.8
28	D	56.0
29	C	78.3
30	C	47.6
31	A	49.1
32	D	74.1
33	A	58.1
34	B	61.8
35	B	73.7
36	A	74.0
37	A	76.4
38	C	46.0
39	D	70.8
40	C	43.1
41	B	58.8
42	B	63.7
43	D	70.0
44	A	61.2
45	C	83.8
46	D	52.9
47	A	71.4
48	B	69.3
49	A	57.0
50	C	68.9
51	C	82.6
52	D	73.2
53	D	73.7
54	B	65.2
55	A	60.2
56	C	45.4
57	D	85.3
58	A	67.0
59	B	66.9
60	D	78.4
61	B	70.3
62	B	83.7
63	A	75.1
64	A	75.3
65	C	81.8
66	A	34.3
67	C	51.9
68	B	59.2
69	D	68.2
70	A	62.6

* Difficulty—percentage of students answering the question correctly

The table on the left shows question-by-question results and the keyed answers. Parallel tables in the school and jurisdiction reports show the percentage of students who selected each alternative. Comparison of school results with provincial results may show areas of strength and weakness in instructional programs.

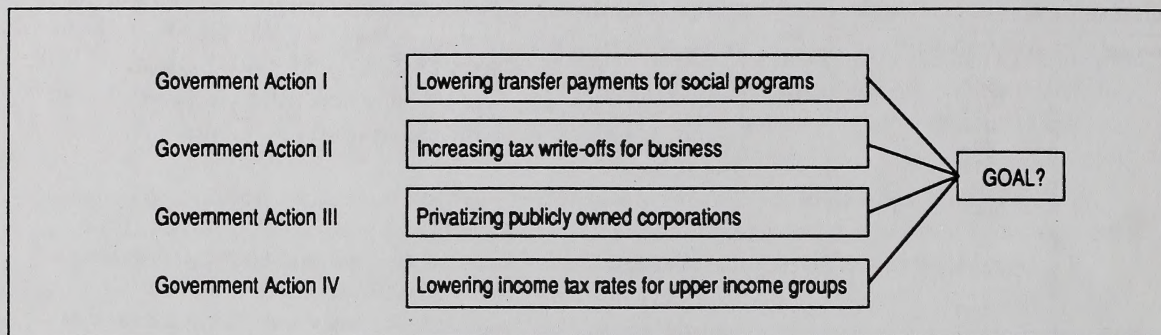
Examiners' Comments

The multiple-choice section of the examination requires students to go beyond simply recalling information and to apply their knowledge and thinking skills. Students must demonstrate that they understand social studies concepts; that they comprehend historical, political, and economic relationships; and that they can interpret and evaluate social studies information and ideas.

The following table gives results for five questions selected from the examination. For each question, three statistical references are given: the percentage of students writing the examination who chose the correct answer, the percentage of students achieving the **standard of excellence** (80% or higher, or A, on the whole examination) who chose the correct answer, and the percentage of students achieving the **acceptable standard** (but not receiving marks higher than 64%, or C, on the whole examination) who chose the correct answer. The comments on pages 4 and 5 discuss some of the decisions that students may have made and some of the skills they may have used to answer correctly.

Percentage of Students Correctly Answering Selected Multiple-Choice Questions

Student Group	Question Number				
	30	31	32	49	69
All students	47.6	49.2	74.1	57.1	68.2
Students achieving the standard of excellence (80% or higher, or A, on the whole examination)	74.7	82.2	96.3	95.7	95.8
Students achieving the acceptable standard (between 50% and 64%, or C, on the whole examination)	38.6	37.6	67.6	42.0	59.2



Questions 30, 31, and 32 followed a diagram showing four different government economic actions. Students needed to interpret, to analyse, and to evaluate these government actions in order to determine the best answers. For many students, questions 30 and 31 proved to be more difficult than Question 32.

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30. To a supporter of a market-oriented economy, all four government actions are appropriate in order to achieve the goal of
- A. restricting free trade
 - B. expanding the money supply
 - C. creating a positive investment climate
 - D. controlling an inflationary economic boom
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To answer **Question 30** correctly, students had to assume a particular ideological perspective and then determine the goal associated with the set of government actions given in the diagram. To be able to do this, students had to understand the consequences of each action and relate these consequences to the achievement of a common goal. Many students found this question difficult; 52% chose incorrect responses. However, 75% of the students achieving the standard of excellence on the total examination answered Question 30 correctly.

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31. What relationship exists among these government actions?
- A. Actions I and III will likely pay for much of the cost of actions II and IV.
 - B. Actions I and IV will likely reduce the economic impact of actions II and III.
 - C. Action IV is the result of actions II and III.
 - D. Action III is caused by actions I and IV.
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Question 31 asked students to determine a relationship among the four government actions. This was difficult for many students. They had to compare the cause-and-effect relationship of certain government actions and, in particular, the impact these actions can have on one another. For example, the student had to recognize that the costs to the government of increasing tax write-offs and lowering income taxes may be offset by decreasing transfer payments and by privatization. Of the students achieving the standard of excellence on the total examination, 82% were able to correctly identify the relationship, while 38% of the students achieving total examination scores between 50% and 64% were able to do so. Just over 50% of all students were unable to determine the relationship among the government actions.

32. Who would strongly disagree with the four government actions?

- A. An entrepreneur starting a new enterprise
- B. A broker looking for new stock opportunities
- C. A conservative voter committed to laissez-faire
- D. A social democrat concerned about poverty levels

49. The principle of national sovereignty was violated by Germany before the Second World War when

- A. German forces occupied Czechoslovakia
- B. German forces remilitarized the Rhineland
- C. Germany stopped making reparation payments
- D. Germany withdrew from the League of Nations

Question 32 asked students to evaluate the results of the government actions from the points of view of four different individuals. Based on their knowledge of these points of view, students had to decide which individual would strongly disagree with the actions. Many students (74%) used their evaluation skills to identify the correct answer. In fact, 96% of the students achieving the standard of excellence on the total examination answered correctly, as did 68% of the students whose total examination scores were between 50% and 64%.

Question 49 tested students' ability to apply their knowledge of certain historical events to the concept of national sovereignty. Many students (26%) incorrectly identified Germany's remilitarization of the Rhineland as a violation of national sovereignty, perhaps assuming that the Rhineland was not part of Germany. However, 96% of the students achieving the standard of excellence on the total examination and 42% of the students achieving total examination scores between 50% and 64% answered this question correctly.

69. Which leader's policy is inconsistent with the action taken?

LEADER	POLICY	ACTION
A. KHRUSHCHEV	PEACEFUL COEXISTENCE	INSTALLATION OF A "HOT LINE" BETWEEN MOSCOW AND WASHINGTON
B. JOHNSON	CONTAINMENT	INCREASE IN U.S. COMBAT TROOP STRENGTH IN VIETNAM
C. REAGAN	DETERRENCE	COMMITMENT TO "STAR WARS" RESEARCH
• D. BREZHNEV	DÉTENTE	ESTABLISHMENT OF PRO-COMMUNIST FORCES IN AFGHANISTAN

Question 69 asked students to identify an inconsistent relationship between a leader's policy and action. Students had to recall and apply their knowledge of information concerning the Cold War. This question was not difficult for most students. Of those achieving the standard of excellence on the total examination, 96% answered correctly, as did 59% of the students achieving total examination scores between 50% and 64%.

Part B: Written Response

The results for the written-response section of the Social Studies 30 Diploma Examination are tabulated according to the percentage of students achieving at each level (1 to 5) in each of the scoring categories. Each scoring category assesses somewhat different skills; consequently, individual student's scores are likely to vary from one category to another. Those students who achieve at or above the standard of excellence (80%) on the written-response section have scores of **Proficient (4)** or **Excellent (5)** on all scoring categories. Students just meeting the acceptable standard (50%) on the written-response section have scores of **Satisfactory (3)** on some scoring categories but produce **Limited (2)** work on other categories. Students who produce **Satisfactory (3)** work on all scoring categories receive scores of 18 out of 30 on Part B.

Readers will find the results most meaningful in the context of the assignment and the scoring descriptors. The most useful starting place for reviewing these results is at the **Satisfactory (3)** level. The scoring guides that describe proficiency levels are in the *Diploma Examinations Program Update, Social Studies 30, 1991-92 School Year*.

Part B: Written Response

Examination Blueprint and Percentage Distribution of Results

The written-response section contributes 30% of the examination mark. Students are required to write one complete and unified essay in which they define the scope of an issue and rationally defend a position through the application of supportive evidence with respect to the issue. The organization of arguments should show evidence of logical thought that is persuasive for the reader. Students are expected to make use of critical and creative thinking skills to demonstrate complex and independent thought.

Part B: Written Response has a total value of 30 marks: 10 marks each for Defence of Position and Presentation of Examples and five marks each for Definition of the Issue and Quality of Language and Expression.

Scoring Category	Proportion of Total Mark (%)	Percentage Distribution of Scores					
		(5) Excellent	(4) Proficient	(3) Satisfactory	(2) Limited	(1) Poor	(0) Ins
1. Definition of the Issue	5	1.7	14.1	44.4	34.7	4.8	0.2
2. Defence of Position	10	2.2	16.9	48.1	30.4	2.3	0.2
3. Presentation of Examples	10	1.7	13.6	40.4	37.3	6.8	0.2
4. Quality of Language and Expression	5	2.2	19.1	64.3	13.5	0.7	0.2

Note: The shaded portion represents the percentage of students who achieved or exceeded a **Satisfactory** level of performance.

Examiners' Comments

The results of the written component of the January 1992 examination, while down slightly when compared with results in 1991, continue to show increases over results from 1990 and before. Changes to the scoring criteria made in 1991 continue to encourage students to compose more organized, fluent, and interesting essays, and to write in a less contrived or pedestrian manner. Many markers and those teachers involved in standards confirmation commented that more students are effectively integrating key social studies vocabulary and current events examples into the fabric of their writing.

Students achieving a satisfactory level were able to express an adequate understanding of the complexity of an issue, but many students falling short of satisfactory writing continued to exhibit difficulty in defining the nature of the disagreement raised by an issue. Such writers may take a position but pay only cursory attention to the assumptions and principles underlying the different viewpoints associated with an issue. It was encouraging to see, however, that fewer students assigned a simplistic, two-valued approach to this task in the assignment.

Many markers, including teachers who confirmed standards, felt that students generally continued to demonstrate an awareness that a better argumentative paper is developed by using a variety of approaches. Convincing argumentation through the application of relevant historical and contemporary evidence is becoming more prevalent. While more papers could be further strengthened by a greater effort to refute opposing arguments, there is much less evidence of students drifting away from the issue under discussion. More students writing at the satisfactory level or better are taking a qualified position, revealing an awareness of the dangers of perceiving an issue entirely in absolute, unequivocal terms. Many students falling short of satisfactory writing, however, continue to present superficial descriptions of detail only vaguely related to an issue, preferring instead to have the reader sort out evidence that matters from that which is superfluous. Such writers will often choose, as well, to present supportive evidence that is so overgeneralized that any attempt at specificity does not succeed. Writing that presents a shallow, nonanalytical approach received lower scores.

It was also encouraging to see that, as in January and June of 1991, many students selected their evidence from appropriate social studies content and relevant current events. Many students choosing to write on Topic A purposefully developed evidence from the realm of contemporary information. For example, many students made an interesting comparison between media coverage of the recent Gulf War and that of the war in Vietnam. A number of students also referred to the current controversy regarding the release of information and the assassination of President Kennedy. Many Topic B papers accurately focused upon the implications for world arms reduction and disarmament as a result of the dissolution of the Soviet Union and the end of the Cold War. Many Topic B students also adroitly integrated into their discussion information from the multiple-choice section of the examination.

A number of students falling short of satisfactory writing unsuccessfully attempted to create arguments based on general assertions or hypothetical situations rather than on actual examples. More sophisticated writers quite effectively developed their supportive evidence from a theoretical or metaphorical perspective. Some students presenting limited or poor writing in dealing with Topic A attempted to fit essentially economic arguments into an issue that was political in nature. Such students, in dealing with Topic B, differentiated inappropriately the concepts of disarmament and arms reduction or equated disarmament solely with nuclear weapons rather than including conventional weapons. Excellent and proficient writers carefully made these distinctions, using specific evidence such as the SALT or START talks. A number of Topic A writers developed fairly detailed descriptions of the various techniques of dictatorship and democracy without successfully focusing on the issue of freedom of information. Such writing received limited or poor scores.

Despite these reservations and the fact that more students chose to write on Topic B, many perceptive and insightful papers were written on both topics.

For further information, contact Barry Jonas, Tom Dunn, or Elana Scraba at the Student Evaluation Branch, 427-2948.

